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| http://4.bp.blogspot.com/-BgivdHjpccQ/TWX3ZgWmgYI/AAAAAAAAQfo/tZ4kf7avmUI/s1600/11%252BNovember%252B2012%252BCalendar%252BPlanner.JPGhttp://www.calendar-of-2012.com/calendar-image/december-2012-calendar.gif | | | | ESSENTIAL QUESTION:  Is it a moral obligation to practice philanthropy? | | | |
| http://www.dhgould.com/files/43916/philanthropy~001.gif | | | | The overarching goal of this unit is for students to analyze texts from multiple genres that relate to philanthropy, practicing close reading to infer the **author's purpose** and to determine the **kinds of evidence** and **strategies** authors use **to support a position**. As they read, students will keep a journal, collecting evidence from each text, always asking what each author adds to the conversation--how each author would respond to the essential question. Using collected **textual evidence** as support, students will participate in a **Socratic Seminar** and **write an argument** that **takes a position** on the essential question.  Students will read *A Christmas Carol*, practicing **close reading**, especially analyzing how **word choice impacts meaning and tone** and determining a **theme or central idea** of the text and analyzing how the theme develops over course of the text. | | | |
| FOCUS STANDARDS | | | | | | | |
| **READING** | | **WRITING** | | | **SPEAKING & LISTENING** | | **LANGUAGE** |
| RL/RI.10.1 Cite strong and thorough textual evidence to support analysis of what the says explicitly and inferences drawn from the text.  RL/RI.10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text.  RL/RI.10.2 Provide an objective summary of the text.  RL/RI.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.  RL.10.4 Analyze the cumulative impact of specific word choices on meaning and tone.  RI.10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point or view or purpose.  RI.10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. | | W.10.1 Write arguments to support claims in analysis of substantive topics and texts, using valid reasoning and relevant and sufficient evidence.   * Introduce precise claim(s); * Distinguish claims from counterclaims; * Create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. * Develop claim(s) and counterclaim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both. * Use words, phrases, and clauses to link major sections of text, create cohesion, and clarify relationships. * Establish and maintain a formal style and objective tone. * Provide a concluding statement or section that follows from and supports the argument presented.   W.10.4 Produce clear and coherent writing.  W.10.5 Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. | | | SL.10.1  Participate in a range of **collaborative discussions**:  a. Come to discussions **prepared**, having read and researched materials under study.  a. **Refer to text evidence**.  b. Work with peers to promote **civil, democratic discussions** and decision-making.  c. **Pose and respond to questions** that probe reasoning and evidence  c**. Clarify, verify, and challenge ideas** and conclusions  SL.10.4  **Present** information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, task. | | L.10.3 Apply knowledge of language to make effective choices for meaning and style.   * **Vary syntax** for effect:   + Use verbal phrases**: participial, gerund,** and **infinitive**   + Use **adverbial clauses.**   L.10.2 Demonstrate command of standard English capitalization, punctuation, and spelling.   * **Comma to set off introductory elements**, especially **adverbial clauses** * **Punctuating quoted material** (comma to set off quoted material; end punctuation of quotation)   L.10.6 Use general academic **vocabulary** in reading/writing /speaking/listening for comprehension.  L.10.3 Apply knowledge of language to **understand how language functions in different contexts**, to make effective choices for meaning and style.  L.10.5 (a) Interpret figures of speech in context and analyze their role in the text. (b) Analyze nuances in the meaning of words with similar denotations.  L.10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. |
| **Timeframe** | **SHORT TEXTS** | | **ASSESSMENT/EVIDENCE OF LEARNING** | | | | |
| Ongoing throughout the quarter | http://www.heinemann.com/shared/covers/9780325042534.jpg | | L.11.1a  Use verbal phrases: participial, gerunds, infinitives.  Use adjective clauses (AAAWWUBBIS)   * comma to set off introductory elements * dependent/independent clauses | | | -Sentence modeling  -Applying in written works throughout unit | |
| Ongoing throughout the quarter | Current Event Articles  ["What Should a Billionaire Give- and What Should You?"](http://www.utilitarian.net/singer/by/20061217.htm) By Peter Singer (New York Times Article) | | Mini-Lessons:   * Reacting to an article by agreeing/disagreeing * Giving logical reasons to support position * Using specific evidence as support * summarizing author’s position | | | **Common Assessments:**  Three (3) Current Connections   * summarize author’s position, and agree/disagree: Focus on ARGUMENT (take a position) | |
| Week 1 | ["Thank You, Ma'am"](http://acasiday.wiki.hoover.k12.al.us/file/view/Thank+You+Ma'am+text.pdf) (short story by Langston Hughes **830 Lexile**  **Vocabulary:**  **frail, barren,**  **Slang:**  **half-nelson, icebox**  Music Videos:   * ["Material Girl"](http://www.youtube.com/watch?v=9N6jHsAU63g) * Michael Jackson and Lionel Richie's [original "We Are the World,"](http://www.youtube.com/watch?v=HS8Gy0euzz8) and the [remake for Haiti](http://www.youtube.com/watch?v=Glny4jSciVI) * OPTIONAL: ["Ka Ching"](http://www.youtube.com/watch?v=I42c6RP04xU) music video by Shania Twain   Vocabulary:  materialism | | Mini-Lessons: | | | **Common Assessments:**  Is it a moral obligation to practice philanthropy? What would Hughes say?   1. Three-Column Notes:    1. Author’s Position (In response to essential question)    2. Textual Evidence    3. Explanation 2. Write PEE paragraph:    1. How would author respond to essential question? What’s his position? Use textual evidence to support explanation. 3. Write a minimum one-page response that compares Michael Jackson's and Madonna's viewpoints on the responsibility one has to his fellow man. Use specific textual evidence from each to support ideas. Be sure to thoroughly explain each author’s viewpoint. | |
| Week 2 | ["On Compassion"](http://www.hartlandhighschool.us/teachers/czapski/documents/OnCompassion.pdf) (essay by Barbara Lazear Ascher from 50 Essays) **1020 Lexile**  **Vocabulary:**  gratitude compassion expulsion humane sensibilities empathize | | Mini-Lessons: | | |  | | 1. 4-column notes: How would this author respond to essential question? What's his/her position? (Identify author's position and gather evidence.) 2. Compare Michael Jackson's and Maonna's viewpoints on the responsibility one has to his fellow man. |
| Week 3 | ["Kindness"](http://writersalmanac.publicradio.org/index.php?date=2007/07/23) (poem by Naomi Shihab Nye)  Vocabulary:  desolate gravity (seriousness)  ["Unleasing the Power Of Creativity"](http://www.npr.org/templates/story/story.php?storyId=4853839) (essay by Bill Gates from This I Believe) You can hear Bill Gates reading his essay online at the link above. **1180 Lexile**  **Vocabulary:**  optimist rooted inventiveness poignant | | Mini-Lessons:   * How to integrate quotes from text (key words/phrases) into own sentences * Using signal phrases to introduce textual evidence. | | |  | |
| Weeks 4-5 | ["Compassion and the Individual"](http://www.dalailama.com/messages/compassion) by Tenzin Gyatso, The Fourteenth Delai Lama (article from Delai Lama website) **1090 Lexile** | |  | | | Socratic Seminar  Write Synthesis Argument | |
| THANKSGIVING BREAK | | | | | | | |
| Weeks 6-8 | *Christmas Carol, AA Christmas Carol*, Charles Dickens | |  | | |  | |

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| ASSESSMENTS/CHECKS FOR UNDERSTANDING | | | | | | |
| **INFORMAL OBSERVATIONS** | **DIALOGUE AND DISCUSSION** | | **SELECTED RESPONSES** | **CONSTRUCTED RESPONSES** | | **SELF/PEER-ASSESSMENTS** |
| * Reading Log * Writing Process * Text Annotation * Teacher Observation * Entry and Exit Slips | * Small Group Text-Centered Discussions * Socratic Seminar | | * Graphic Organizers (It Says/I Say/And So) * Sticky Notes (Evidence/ Commentary) * Dialectic Journal (Two-Column Notes) | * Analytical Essay * Analytical Chunks/Paragraphs | | * Self/Peer-Assess Participation In Discussions * Self/Peer-Assess Writing Using Student Exemplars and Rubric * Performance Task Peer Assess Using Rubric |
| **PERFORMANCE TASK** | | | | | | |
| Write an argument in response to the essential question, synthesizing evidence from at least three (3) of the texts read throughout the quarter. See RUBRIC. | | | | | | |
| TEACHER RESOURCES | | | | | | |
| STUDENT TEXTS  *One Copy Per Student* | | TEACHER TEXTS  *http://www.heinemann.com/shared/covers/9780325042534.jpgParagraphs for High School: A Sentence-Composing Approach* by Don and Jenny Killgallon | | | CURRICULUM DOCUMENTS | |
| Videos:  “The McCarthy Witchhunts” (Created by an AP US History student)  <http://www.youtube.com/watch?v=v4N46jLdhCU> | |  | | |  | |

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